



May 2020 Institutional Assessment Report: Summary Results of Program-Level Assessment Reporting

This institutional assessment report summarizes the program-level assessment efforts of the University of Rhode Island's (URI) undergraduate and graduate¹ programs that were expected to submit an assessment report in May 2020. Programs at URI report on a biennial basis to the Assessment Office (see [cohort cycle](#)), and undergo faculty peer review for feedback. The institutional assessment report is updated annually; summary reports for programs that were expected to submit in May [2012](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#), and [2019](#) are available on the [website](#).

This report adheres to the reporting forms approved by the New England Commission of Higher Education (NECHE). Summary information is provided on program assessment methods, actions, and recommendations for improvement, and can be used by programs to prompt constructive dialogue around curricular change and student learning.

E1A: Inventory of Educational Effectiveness for Undergraduate and Graduate Programs (p. 2-23)

E1B²: Inventory of Specialized and Program Accreditation for Undergraduate and Graduate Programs (p. 23-38)

For additional information, please contact the assessment office: assess@uri.edu

¹ Graduate programs were phased into assessment reporting beginning in 2012 and were expected to have submitted an Assessment Plan and at least one assessment report by May 2015.

² Beginning in May 2016, accredited programs were allowed to use E1B report templates for biennial assessment reporting in an attempt to streamline the demands of multiple external accreditors. A request for *highlights from student learning outcomes assessment* activities was added to the report form.

E1A: Inventory of Educational Effectiveness Indicators
University of Rhode Island
Non-Accredited Undergraduate Programs
Reporting May 2020

E1A: Inventory of Educational Effectiveness Indicators
 University of Rhode Island – Non-Accredited Undergraduate Programs Reporting May 2020

Program	Link to Outcomes	Other than GPA, what evidence was used to determine graduates have achieved stated outcomes for the degree, and for which outcomes?	What is the process? Who interpreted the evidence?	How were the findings used? What changes were made based on the findings?	What type(s) of changes were made (assessment process, structural, curricular, pedagogical)?	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change(s)? What were the results?	Were the changes effective? What are the next steps and recommendations?
Art History, BA	https://web.uri.edu/art/academics/b-a-art-history/learning-outcomes/	N/A; program completed an assessment plan during this assessment cycle						
Computer Science, BA, BS	https://web.uri.edu/cs/academics/computer-science/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						
Economics, BA, BS	https://web.uri.edu/economics/academicsprevious2/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						
Film Media, BA	https://harrington.uri.edu/academics/film-media-b-a/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						
History, BA	https://web.uri.edu/history/academics/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						
International Studies and Diplomacy BS (first report)	Not currently posted	N/A; program is exempt from reporting this assessment cycle						
Journalism, BA	https://harrington.uri.edu/academics/journalism-b-a/learning-outcomes/	N/A: program completed a COVID-19 reflection during this assessment cycle						
Mathematics, BA, BS	http://www.math.uri.edu/undergraduate-program-assessments/	N/A; program completed an assessment plan during this assessment cycle						
Physics, BA, BS and Physical Oceanography, BS	https://web.uri.edu/assessment/uri/physics/	Group Written Presentations (Communication, Written Communication, Teamwork, Knowledge)	Using a rubric, the lab presentations are scored by the professor and the analyzed and assessed by the undergraduate director.	There were no specific areas of concern based on the analysis.	There were no changes made.	There were no specific recommendations that were followed up on.	No process was used because there were no areas of concern with the analysis nor any recommendations to be analyzed.	There were no changes made and therefore, no recommendations based on the analysis.

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Political Science BA	https://web.uri.edu/assessment/uri/political-science/	N/A; program is exempt from reporting this assessment cycle						
Public Relations, BA	https://harrington.uri.edu/academics/public-relations-b-a/learning-outcomes/	N/A: program completed a COVID-19 reflection during this assessment cycle						
Textile Marketing, BS	https://web.uri.edu/business/academics/undergraduate/textiles-fashion-merchandising-and-design/tmd-learning-outcomes/	Essay Assignments and the Capstone Course (Critical Thinking, Written Communication, Knowledge, Teamwork)	Using a rubric, the program assessed critical thinking skills through essay assignments. Faculty within the program assessed the scores of the essays.	The findings met the program's expectations, but due to a small sample, it is unclear if the analysis will hold the same results on a larger scale.	Assessment Process	The recommendations are to perform the same analysis with a larger sample size to determine weaknesses within the rubric and possible improvements for student learning in the capstone course and determine if the program should use the same critical thinking tests that the College of Business uses to analyze critical thinking skills.	The program plans to analyze these recommendations in the next reporting cycle.	N/A
Animal Science and Technology, BS	https://web.uri.edu/favs/animal-science-expected-undergraduate-student-outcomes/	Cumulative Projects across four classes (Critical Thinking,	Using a rubric designed by the faculty and the Office of the	The findings were used by the faculty as a tool to develop new	Curricular, Assessment Process	The recommendations are 1.) expand or justify the small	Faculty members analyzed the assignments, and the department	The changes were effective and allowed for a more robust view of the

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		Written Communication, Knowledge)	Advancement of Teaching and Learning, the program assessed scientific literacy through introductory class assignments, "milestone" class assignments and a capstone project. Faculty members evaluated the rubrics and the department chair analyzed the results.	assignments in more courses to analyze the impacts of student learning.		sample size used in the report; 2) Use assignments that allowed all outcomes within the chosen rubric to be evaluated; and 3) further explain the use of student reflections to evaluate student learning within the group project context (one of the courses used in the report had direct evidence from a group project completed by teams of 4.) The recommendations allowed for a more robust assessment of instruction/skill development that was occurring in the department.	chair analyzed the results. The results were students in AVS 443 performed at the expected level of achievement. In AVS 343, students did not meet the expected level of achievement for Propose Solutions (73%) and Evaluate Solutions (49%). For Propose Solutions, 22% of students performed at the Milestone #1 level of achievement. Students performed well on the outcomes with the capstone course. The process highlighted challenges that the program plans to address in improving the scaffolding of problem-solving skill development	assessment of students in the program. Through this assessment, more opportunities for skill development were discovered and the program plans on using these opportunities through the creation of a new evaluation tool. The purpose of the tool is to identify skills that the students will approve on as they go through the curriculum. This tool will also ensure that through the assessment process, there will be a larger sample of courses to assess.

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							across the curriculum.	
Biology/Biological Sciences, BA/BS	https://web.uri.edu/bio/bachelor-of-arts-in-biology/	N/A; program is exempt from reporting this assessment cycle						
Cellular & Molecular Biology, BS	https://web.uri.edu/cmb/cell-and-molecular-biology/	Final Exams and Oral Presentations (Critical Thinking, Knowledge, Teamwork, Oral Communication)	The process is using a selection of questions from final exams and oral presentations that represent the outcome assessed. The raw scores were analyzed through the proportion of '# of correct answers/total # of questions used'. Rubrics were developed for each evaluation tool/instrument that divided individual student performance between four categories: Highly Proficient, Proficient, Limited Proficiency or Needs Work. The goal was to have at least 75% of students assessed to have Proficient	The analysis found that the program reached its goal of having at least 75% of its students reaching proficiency in the assessed learning outcome. The results were 80.8% of CMB majors surveyed over three semesters were proficient or above in the assessed learning outcome. The program plans to set a higher achievement goal based on the analysis in the eight course that reached the achievement level. For the three programs that did not reach	Curricular and Pedagogical	No specific changes to the program are recommended at this time. However, individual course changes are recommended to improve the likelihood of achieving success with the learning outcome. These changes are planned for the Fall 2020 semester or the Spring 2021 semester and will be analyzed in the next report in 2022.	N/A	N/A

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			raw scores. The data was analyzed by individual faculty for their assessed course and the final results were analyzed by the department chair.	the 75% level of proficiency level will be analyzing what the courses need to change or improve in order to reach the required level of proficiency.				
Environmental and Natural Resource Economics, BS	https://web.uri.edu/enre/files/ENRE-Learning-Outcomes-1.pdf	N/A; program is exempt from reporting this assessment cycle						
Geology and Geological Oceanography, BS	https://web.uri.edu/geo/student-outcomes/	N/A; program completed an assessment plan during this assessment cycle						
Marine Affairs, BA/BS	https://web.uri.edu/maf/academics/master-of-marine-affairs/learning-outcomes/	N/A: program completed a COVID-19 reflection during this assessment cycle						
Marine Biology, BA	https://web.uri.edu/bio/bachelor-of-science-in-marine-biology/	N/A: program completed a COVID-19 reflection during this assessment cycle						
Plant Sciences, BS	https://web.uri.edu/pse/undergraduate-programs/	N/A: program completed a COVID-19 reflection during this assessment cycle						
Wildlife and Conservation Biology, BS	https://web.uri.edu/nrs/wildlife-conservation-biology-expected-student-outcomes/	N/A: program completed a COVID-19 reflection during this assessment cycle						
Communicative Disorders, BS	https://web.uri.edu/cmd/academics/b-s-program/	Essay Assignments, Definition Assignments, Listening Assignments,	The process is using a specific assignment from a lower-level, middle, and higher-level class in the learning	The analysis found that students are performing at or above expectations for	Assessment Process	The recommendations from the previous reporting cycle are increasing the amount of data	In this reporting cycle, the program used two times the amount of data compared to the 2018 report. The	In the future, the program plans to continue increasing the amount of student work in the

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		Presentations, Capstone Project (Teamwork, Written Communication, Critical Thinking, Knowledge, Oral Communication)	outcome and having the faculty member of the specific class interpret and analyze the results.	all the analyzed classes. Since students are meeting or exceeding expectations, no changes are planned for the program.		used in the report and creating more helpful recommendations and follow-ups.	program found that the results should that more students are performing at proficiency or above than the program thought.	assessment process.
Health Studies, BS	https://web.uri.edu/health-studies/academics/b-s-program/	Classroom Activities and Tests (Teamwork, Oral Communication, Knowledge, Critical Thinking)	The process was using a variety of assignments and presentations to evaluate the learning outcomes and determine the students' levels of proficiency across four different classes, ranging from introductory to the capstone class. Two faculty members interpreted the results.	The analysis found that students are performing at or above expectations for all the analyzed classes. In the future, the program expects changes to the assignment and/or assessment tool which may refine the communication of the expectations in the assignment and result in more students exceeding expectations.	Assessment Process, Curricular	There were no specific recommendations that were followed up on.	No process was used because there were no areas of concern with the analysis nor any recommendations to be analyzed.	There were no changes made and therefore, no recommendations based on the analysis.

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Communication Studies, MA	https://harrington.uri.edu/academics/communication-studies-ma/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						
English MA, PhD	https://web.uri.edu/assessment/uri/graduate-programs/english-literature-culture/	N/A; program completed an assessment plan during this assessment cycle						
Political Science, MPA	https://web.uri.edu/politicalscience/academics/mpa-program/m-p-a-curriculum/	N/A; program completed an assessment plan during this assessment cycle						
Spanish, MA	https://web.uri.edu/languages/academics/spanish/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						
TMD, MS	https://web.uri.edu/business/academics/undergraduate/textiles-fashion-merchandising-and-design/tmd-learning-outcomes/	Evaluation sheets from faculty and internship advisors (Knowledge, Foundations for Lifelong Skills and Learning, Critical Thinking, Inquiry and Analysis, Written Communication)	The process is gathering the students who are currently in the program, then analyze the three outcomes and collect the artifacts. It is unclear who interpreted the data	The findings showed that the students are meeting or exceeding the program's expectations. The major change the program sees is adding a requirement to attend a regional or a national conference. Currently, the program does not plan to implement this	Curricular	The major takeaway from this analysis and previous analyses is to begin the collection of artifacts earlier in the assessment process in order to create a larger picture of the state of the program. This will be followed up on during the next reporting cycle.	The program plans to analyze these recommendations in the next reporting cycle.	N/A

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				change due to the COVID-19 situation.				
Biomedical, Computer, and Electrical Engineering, MS, PhD	https://web.uri.edu/engineering/academics/graduate/electrical/outcomes/			N/A; program is exempt from reporting this assessment cycle				
Chemical Engineering, MS, PhD	https://web.uri.edu/engineering/academics/graduate/chemical/outcomes/			No report submitted				
Civil Engineering MS, PhD	https://web.uri.edu/engineering/academics/graduate/civil-environmental/outcomes/			N/A; program is exempt from reporting this assessment cycle				
Industrial & Systems Engineering, MS, PhD	Not currently posted	Thesis Presentations and Assignments in Core Classes (Oral Communication, Content Knowledge, Inquiry and Analysis, Research)	The process is evaluating students' performance in multiple classes through a variety of methods. These methods include presentations, final exams, and thesis projects. One faculty member analyzed and interpreted the results and graduate advisors were given the results.	The findings were that overall grades are improving in the program with the majority of the students earning a B+ or better. The results were above expectation. The program plans to continue to improve written and graphical communication by creating a uniform rubric to measure these outcomes. The	Curricular	There were no specific recommendations that were followed up on.	No process was used because there were no areas of concern with the analysis nor any recommendations to be analyzed.	There were no changes made and therefore, no recommendations based on the analysis.

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				program hopes that this would solve the minor problems in students' thesis proposals and defenses.				
Mechanical Engineering, MS, PhD	Not currently posted	Thesis Presentations and Assignments in Core Classes (Oral Communication, Content Knowledge, Inquiry and Analysis, Research)	The process is evaluating students' performance in multiple classes through a variety of methods. These methods include presentations, final exams, and thesis projects. One faculty member analyzed and interpreted the results and graduate advisors were given the results.	The findings were that grades have been gradually improving in the core classes with only one student receiving below an A, but this could be due to the student's background. The results were above expectation. The plan is to improve written and visual communication since students are struggling with incomplete and wordy sentences and graphics that do not properly engage the audience.	Curricular	There were no specific recommendations that were followed up on.	No process was used because there were no areas of concern with the analysis nor any recommendations to be analyzed.	There were no changes made and therefore, no recommendations based on the analysis.

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Ocean Engineering, MS, PhD	https://web.uri.edu/engineering/academics/graduate/ocean/outcomes/	N/A: program is exempt from reporting this assessment cycle						
Environmental Science and Management, MESM, MS	https://web.uri.edu/cels-gradprograms/mesm/	N/A: program completed a COVID-19 reflection during this assessment cycle						
Pharmaceutical Sciences, MS, PhD	https://web.uri.edu/pharmacy/files/MSPHD-Student-Learning-Outcomes.pdf	Final Seminar Presentations (Oral Communication, Content Knowledge, Inquiry and Analysis, Research)	The process is using a rubric with a Likert scale to determine if students are reaching the expected level of very good. The seminar coordinator and Major professor were in charge of the discussion of the results of the presentation. The coordinator for accreditation and assessment then looks at the complete data set to provide information to the Graduate Program Committee.	Currently, eighty-eight percent of students are meeting the program's expectations. Due to the large sample size, the program believes it was representative of the student population in the program. There are no plans to change the rubric since it is properly analyzing the expectations and goals of the learning outcome.	No changes were made, but the program plans to monitor the rubric and create changes if needed.	In the previous reporting cycle, it was recommended to include a rubric which would increase the validity of results. The rubric was implemented, and the program is currently collecting data using the new rubric.	The results will be explored and analyzed in the next reporting cycle.	The results and possible recommendations will be explored and analyzed in the next reporting cycle.
Human Development and Family Studies, CSP MS	https://web.uri.edu/human-development/academics/m-s-program/cft/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						

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Human Development and Family Studies: Developmental Science MS	https://web.uri.edu/human-development/academics/m-s-program/developmental-science/learning-outcomes/	N/A; program is exempt from reporting this assessment cycle						
Kinesiology, MS	https://web.uri.edu/kinesiology/academics/m-s-program/learning-outcomes/	Assignments (Content Knowledge, Research, Critical Thinking)	The process is using the rubric to analyze first year graduate students' abilities to apply existing knowledge to the support their research and thesis. For second year graduate students, a literature review was assigned to help the students create a more well-developed thesis. All the assignments were evaluated by the KIN 501 professor and then the graduate director and the graduate committee used the results for curricular planning.	The analysis found that both first and second year students scored higher than expected on the assignments. The results also indicate both initial competency for first year graduate students and the ability of second year students to use existing scholarship to inform their research project development. The graduate committee plans on using the results to add a literature review assignment to reinforce the	Curricular	There were no specific recommendations that were followed up on.	No process was used because there were no areas of concern with the analysis nor any recommendations to be analyzed.	There were no changes made and therefore, no recommendations based on the analysis.

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				concept of using existing knowledge as a basis for creating future projects.				

Option E1: Part B Inventory of Specialized and Program Accreditation
University of Rhode Island – Accredited Undergraduate Programs
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 University of Rhode Island – Accredited Undergraduate Programs Reporting May 2020

Program	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by date	List key issues for continuing accreditation identified in the accreditation letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or exam pass rates, employee rates, etc.)	Date and nature of next scheduled review
Chemistry, BA, BS; Chemistry & Forensic Chemistry, BS	American Chemical Society Committee on Professional Training	4/24/2019	1) Expand the content of Ethics in the curriculum beyond the current emphasis on plagiarism. 2) Provide more examples of how students develop problem solving skills beyond error analysis.	Program indicted no key performance indicators	2024
Landscape Architecture, BLA	N/A	N/A	N/A	N/A	N/A
Music, BA, BM	National Association of Schools of Music and the American Music Therapy Association	2018 and 2019	From the 2018 NASM Report (full approval) The Commission commends the institution for its diligent attention to facilities issues that upon remediation, will improve the health, safety and artistic environment of students, faculty, staff and patrons. NASM appreciates the institution's extraordinary efforts clearly evident in its application. To assist with future planning, the institution may wish to note that its next comprehensive review is scheduled to be conducted during the 2027-2028 academic year. The program has received initial approval from AMTA to begin offering the Music Therapy major in 2020-2021, contingent upon hiring a full time Music Therapy professor, which is currently in process.	The Praxis scores of Music majors and the Board certification from the Certification Board for Music Therapists. This passage entitles therapist to the MT-BC credential.	2027-2028
Business Administration, BS	AACSB International—The Association to Advance Collegiate Schools of Business and the CIR-1 - routine review of COB's compliance with AACSB's program and faculty qualifications.	September 2018	Faculty Management and Support and Curricula Management and Assurance of Learning (AOL)	The program's evidence of strategic hiring to meet appropriate staffing levels due to retirements in the future. Faculty revised the COB assessment process and were included in discussions to close the feedback loop and ensure proper staffing due to future retirements.	2023
Medical Laboratory Science, BS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Accreditation held by Rhode Island Hospital /	2019 and 2015	Program outcome measures and assessments from graduates and employer feedback should be reflected in curriculum design and resource management. Any	Increasing the passage rate on the national Medical Laboratory Science National Certification Exam [MLS(ASCP)] of the Board of Certification of the	10/2020 and 9/2020

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	Lifespan Health System and National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Accreditation held by Our Lady of Fatima Hospital /CharterCARE Health System		changes should be analyzed to determine effectiveness and continuous program evaluation should include an assessment of resources. The program's three year rolling average pass rate on the Medical Laboratory Science National Certification Exam was 73%; the NAACLS benchmark is 75%.	American Society for Clinical Pathology (BOC/ASCP) and employment rates.	
Early Childhood Education, BA	National Association for Education of Young Children International (NAEYC)	09/03/2019	Revise assessments to include clear alignment to standards and elements in Rubrics. Revise rubrics and data tables to support clear alignment by citing only one standard per rubric criterion, rather than multiple standards. Revise all assessments to include rubrics with three to four levels of performance that are qualitatively distinct, objective and observable that relate to what candidates are actually doing in the assessment, rather than quantitative, subjective, and calling for interpretation. Revise rubrics and data tables to include three to four levels of performance for candidates, showing candidate performance on observable expectations of specifically what they do in the assessment to demonstrate mastery of standards/elements, rather than repeating the wording of the standard.	100% pass rate on state licensure exams	08/01/2022.
	National Council for Accreditation of Teacher Education (NCATE)	03/31/2015	The department does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators. Students have limited opportunities to interact with peers from diverse racial and ethnic groups. Students have limited opportunities to interact with faculty from diverse populations.	Program candidates must show competency in the areas of: 1. Candidate Knowledge, Skills and Professional Dispositions 2. Assessment System 3. Field Experiences and Clinical Practice 4. Diversity 5. Faculty Qualifications,	9/2023

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	Performance Review of Education Preparation –Rhode Island (PREP-RI)	03/29/2017	Better preparation for the content test through enhancing already existing content specific courses. This includes adding more portions of fine arts activities in the HDF 301 course to cover music, creative movement, dance, and visual art, which have received less focused in the curriculum in the past. The program also plans on using assessment to evaluate critical benchmarks within the program.	Performance and Development 6. Governance and Resources 1. Knowledge, Skills, and Professional Dispositions 2. Knowledge of Content and Content Pedagogy 3. Standards- Driven Instruction 4. Data-Driven Instruction 5. Technology 6. Equity 7. Rhode Island Educational Expectations 8. Clinical Preparation 9. Impact on Student Learning 10. Clinical Partnership for Preparation 11. Clinical Educators 12. Assessment throughout Preparation 13. Recommendation for Certification 14. Evaluation Outcomes 15. Employment Outcomes	2021
Elementary Education, BA	Association for Childhood Education International (ACEI)	02/01/2017	No key issues were indicted.	100% passage rate on state licensure exams	Organization has been disbanded and report requirements will no longer be used starting in the fall of 2019.
	National Council for Accreditation of Teacher Education (NCATE)	03/31/2015	The department does not have sufficient administrative support staff to ensure the effective and efficient operation of the department for the preparation of educators. Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. Candidates have limited opportunities to interact with faculty from diverse populations.	Program candidates must show competency in the areas of: 1. Candidate Knowledge, Skills and Professional Dispositions 2. Assessment System 3. Field Experiences and Clinical Practice 4. Diversity 5. Faculty Qualifications, Performance and Development 6. Governance and Resources	2023

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Program	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by date	List key issues for continuing accreditation identified in the accreditation letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or exam pass rates, employee rates, etc.)	Date and nature of next scheduled review
	Performance Review of Education Preparation - Rhode Island (PREPRI)	03/29/2017	Increased emphasis on student learning and RIDE standards. Increase the methods candidates use to impact student learning, The program has placed more emphasis on how our candidates measure impact (or effect) on student learning.	1. Knowledge, Skills, and Professional Dispositions 2. Knowledge of Content and Content Pedagogy 3. Standards- Driven Instruction 4. Data-Driven Instruction 5. Technology 6. Equity 7. Rhode Island Educational Expectations 8. Clinical Preparation 9. Impact on Student Learning 10. Clinical Partnership for Preparation 11. Clinical Educators 12. Assessment throughout Preparation 13. Recommendation for Certification 14. Evaluation Outcomes 15. Employment Outcomes	2021
Secondary Education, BA	National Council for Accreditation of Teacher Education (NCATE)	03/31/2015	The department does not have sufficient administrative support staff to ensure the effective and efficient operation of the department for the preparation of educators. Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. Candidates have limited opportunities to interact with faculty from diverse populations.	Program candidates must show competency in the areas of: 1. Candidate Knowledge, Skills and Professional Dispositions 2. Assessment System 3. Field Experiences and Clinical Practice 4. Diversity 5. Faculty Qualifications, Performance and Development 6. Governance and Resources	2023
	Performance Review of Education Preparation - Rhode Island (PREPRI)	03/29/2017	Increased emphasis on student learning and RIDE standards. Increase the methods candidates use to impact student learning, The program has placed more emphasis on how our candidates measure impact (or effect) on student learning.	1. Knowledge, Skills, and Professional Dispositions 2. Knowledge of Content and Content Pedagogy 3. Standards- Driven Instruction	2021

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				4. Data-Driven Instruction 5. Technology 6. Equity 7. Rhode Island Educational Expectations 8. Clinical Preparation 9. Impact on Student Learning 10. Clinical Partnership for Preparation 11. Clinical Educators 12. Assessment throughout Preparation 13. Recommendation for Certification 14. Evaluation Outcomes 15. Employment Outcomes	
Nursing and Nursing RN, BS	CCNE (Commission on Collegiate Nursing Education)	2016	Program outcomes to be linked to program effectiveness through data related to program satisfaction and employer satisfaction. Data and reporting on faculty outcomes, individual and aggregate that demonstrates achievement of expected faculty outcomes. Site visitors expressed concern for low number of FTE faculty within program and the reliance on part-time/per-course faculty to deliver nursing program.	NCLEX-RN pass rates (for baccalaureate program). Utilization of SkyFactor to assess program with student and employer satisfaction. The College of Nursing Master Evaluation Plan has been updated to align with the CCNE standards. Individual goals meeting annually with Dean Wolfe in addition to standard Peer Review process. Full-time faculty to student ratio has improved in the last two years, with all didactic NUR undergraduate classes delivered by full-time faculty. Clinical courses continue to rely on part-time faculty but there has been an increase in the number of sections offered by full-time faculty. Utilization of Part-time faculty for clinical delivery is a standard approach to meeting the demand of clinical education in pre-licensure nursing programs.	Mid-cycle review in 2021

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Pharmacy, Pharm D	American Council of Pharmaceutical Education (ACPE)	2016	The program was compliant in all 30 standards; 27 standards (including all related to the curriculum) complied without need for monitoring – the highest possible outcome. Three standards were found to be compliant with needed monitoring. They include #3 r/t the College’s strategic plan, #24 quantitative faculty and staff resources, and #30 financial resources. We delayed our strategic plan updating to temporally align with the University’s Academic Plan and is now complete. The program was advised that assessment needed a full-time person (rather than a committee chair with other academic responsibilities) and a concern was expressed r/t faculty vacancies. Both of these areas of weakness were addressed. There was also concern expressed by the accreditation team about the new and emerging BSPS program diverting resources from the PharmD program (#30). The College provided evidence of the support provided for all students as part of the Fall 2017 follow up to ACPE.	Board passage rates Employment rates Satisfaction with College education Retention rates Entrance SAT scores Continuing Assessment enhancements Measures of research and scholarship productivity Amount of interprofessional educational experiences Satisfaction with advanced practice sites Faculty participation in professional meetings Diversity at all levels Overall satisfaction with College effectiveness	2023
Nutrition and Dietetics, BS	Accreditation Council for Education in Nutrition and Dietetics	2017	No key issues were indicted.	1. Application rate to dietetic internship programs 2. Acceptance rate to dietetic internship programs 3. Pass rate on national exam.	January-June 2022 for next 7-year accreditation cycle

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Clinical Psychology, PhD	American Psychological Association	2017	Continued systematic efforts to ensure an encouraging and supportive learning environment for students who are diverse	Employment rates Licensures Indicators required by accrediting agency are dependent upon program's individualized needs	2027-2028
Human Development and Family Studies: CFT	Commission on Accreditation for Marriage and Family Therapy Education	2020	The program does not meet the requirements of Key Element III-A. The program specified a new plan to review resource sufficiency during the program retreat on September 3, 2020. The program needs to provide the results of the survey and review to demonstrate that fiscal and physical resources are reviewed and revised as needed to support program effectiveness. The program does not meet the requirements of Key Element V-C. The program indicated that a question has been added to the Program Director's evaluation specific to the effectiveness of the Program Director helping the program achieve its mission, goals, and Student Learning Outcomes. The program did not provide a survey or data related to the effectiveness of the clinical supervisors. The program needs to provide evidence of aggregated data from the Program Director's evaluation and clinical supervisors effectiveness specific to the program's mission, goals, and Student Learning Outcomes.	Advertised Graduation Rate (%) Job Placement Rate (%) National Exam Pass Rate (%)	2026-2027